



MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Academic and Student Affairs Committee

DATE: May 21, 2024

TITLE: Developmental Education Redesign

Action

Review and Discussion

This item is required by policy

PRESENTERS

Satasha Green-Stephen, Senior Vice Chancellor for Academic and Student Affairs

Jesse Mason, Associate Vice Chancellor for Academic Affairs

PURPOSE

This review and discussion item will provide an update on the current progress of moving from stand-alone, sequential developmental education to a corequisite model in English, mathematics and reading.

BACKGROUND INFORMATION

Nationally, research continues to show that the traditional system of developmental education, requiring pre-requisite multi-semester developmental education, presents a barrier to academic progress for many students, especially students of color and low-income students (Erna, Plancarte, Raufman, Mahecha-Rodriguez, & Ellen, 2023). As developmental education has gained much attention nationally, Minnesota State has engaged in significant developmental education reform efforts over the last four years through the implementation of the Developmental Education Strategic Roadmap (DESR). The DESR outlined seven strategic goals to eliminate disparities across student populations in developmental education and gateway course enrollment and completion. One outcome of this work was a focus on acceleration options including one-year pathways for students to complete their developmental education and college-gateway course within one year. In 2020, working with the Corequisite Research Design Collaborative (CRDC) and the Charles A. Dana Center at the University of Texas at Austin, three Minnesota State institutions—Fond du Lac Tribal & Community College, St. Cloud Technical & Community College, and St. Cloud State University—along with Houston Community College of Texas, designed an initiative for implementing equity-minded, holistic corequisite course models (Erna, Plancarte, Raufman, Mahecha-Rodriguez, & Ellen, 2023). A corequisite model is where students immediately enroll in the college gateway course and a

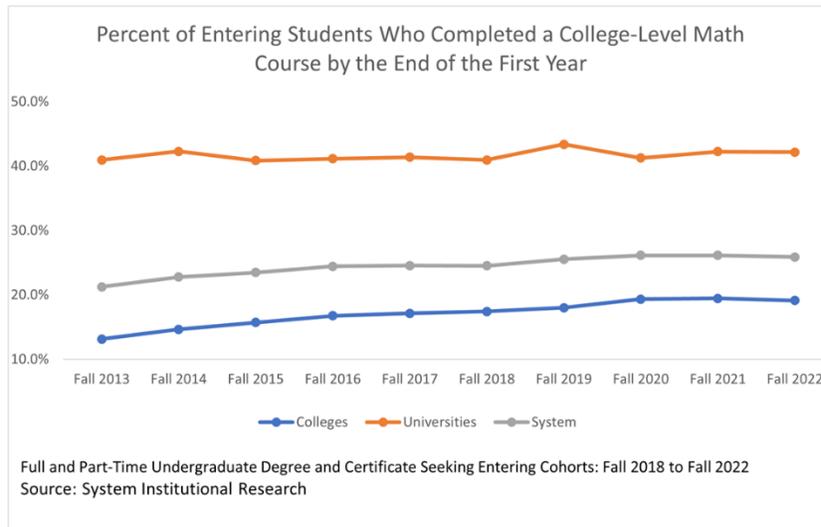
developmental support course (corequisite) at the same time. This model has seen significant outcomes in student college gateway course completion in states including Tennessee, Georgia, California, New York, and many others. As a result of this work, Minnesota State pursued and was awarded a grant through Ascendium to further develop the corequisite model for developmental mathematics systemwide. Termed the “Math Pathways” project and modeled after national research supporting full-scale corequisite developmental education implementation and increased access to college gateway coursework, twenty-six campuses signed on to participate. Building upon these efforts and evolution of the work, Minnesota State has researched and planned for a full-scale corequisite model implementation for developmental education coursework in English, reading and mathematics by 2027.

Challenges

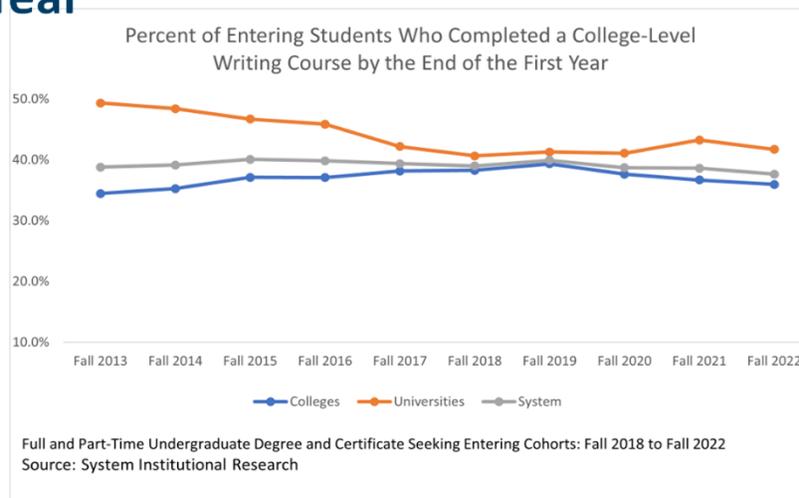
- **PLACEMENT**
Students who place into developmental education have a low likelihood of completing college level gateway courses in English and mathematics.
- **DISPROPORTIONALITY**
This is especially apparent among Black, Indigenous, People of Color (BIPOC), and Pell eligible students, who are assigned to developmental education courses at disproportionately higher rates.
- **ADDING TIME AND COST**
Prerequisite developmental course sequences have been shown to exacerbate these trends, adding both time and cost.
- **TRANSFER ABILITY**
There is extensive variability in the mathematics courses required by our programs, inhibiting student transfer.
- **RIGHT MATH REQUIREMENT**
Many colleges and universities continue to use College Algebra as the default math placement for students, including within pathways that do not traditionally need algebra or calculus.

Current Minnesota Context:

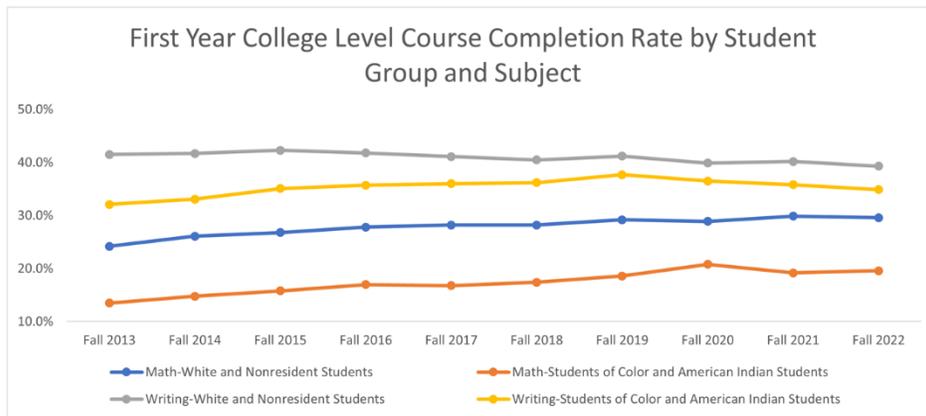
College-Level Math Completion – One Year



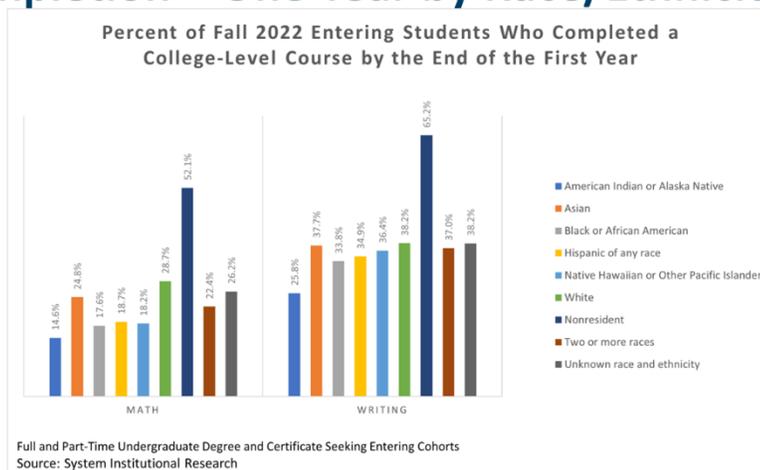
College-Level Writing Course Completion – One Year



College Level Math & Writing Course Completion – One Year by Student Group & Subject



College-Level Math & Writing Course Completion – One Year by Race/Ethnicity



Building on Existing Work

- The Developmental Education Strategic Roadmap (DESR) and the Developmental Education Workgroup (2018-2019)
- The Math Pathways project (2020-2024)
- Leadership Action Team Recommendations (2022)
 - By Fall 2023, Minnesota State will develop a comprehensive plan to implement a co-requisite only developmental education model, eliminating stand-alone sequential, prerequisite developmental education courses
 - Full implementation by Fall 2026
 - The co-requisite developmental education model will be consistent across all campuses, designed with the same essential features with locally customized student support, and across all three disciplines (English, mathematics, and reading)

Project Goals

The goals of this project include:

1. A consistent, evidence-based approach to developmental education and gateway course enrollment and completion.
2. A consistent student experience in developmental education and gateway level course enrollment and completion.
3. Programming is based on an “asset-based” mindset focusing on the college/university being “student-ready.”
4. The focus on equity is interwoven throughout the project and implementation

Anticipated Outcomes

The outcomes of the project include:

1. The number of students enrolling in and successfully completing “gateway” college courses in English and mathematics within their first year will increase.
2. Students will enroll in “gateway” college courses in English and mathematics aligned to their program of study.
3. The disparities in Pell-eligible and Black, Hispanic, Asian, and Native/Indigenous students’ placement into postsecondary remediation will be eliminated.
4. The disparities in Pell-eligible and Black, Hispanic, Asian, and Native/Indigenous students’ college-level mathematics and English course completion will be eliminated.

Implementation Planning

Spring 2024 – Fall 2024

- Dev Ed Steering Committee
 - Charged with overseeing the corequisite project and making recommendations on specific project elements (e.g. financial, equity and inclusion, data and research, and student support models.)
- Faculty workgroups in English, mathematics and reading
 - 1 faculty member from each discipline from each College/University
 - Co-chairs (1 MSCF and 1 IFO)
 - Charged with developing the parameters for corequisite course models within each discipline.
 - Project Timeline

Project Phase	Timing
Phase I: Project Planning and Corequisite Model Development	Spring 2024 – Fall 2024
Phase II: College and University Curriculum Alignment and Policy Review	Spring 2025 – Spring 2027
Phase III: Implementation	Fall 2027 – Spring

	2028
Phase IV: Continuous Improvement and Evaluation	Fall 2028 Forward

MOHE Placement Practices Review

Legislation approved in 2023:

- Report on Minnesota State Colleges and Universities Course Placement Practices: The bill appropriates \$250,000 in one-time funding in FY2024 for the Minnesota Office of Higher Education to document, review, and analyze college admission and course placement policies, practices, and assessments used by Minnesota State.

Subdivision 1.

Review.

- The review shall seek to determine if policies, practices, and assessments used have:
 1. adverse consequences for a student and their family, including burdensome economic and related costs of delaying their degree plans;
 2. hindered the participation of students;
 3. hindered the placement, retention, or timely college graduation of students; and
 4. excluded students from admission thereby hindering their full participation in higher education.
- The review must consider impacts for various student communities, including but not limited to Indigenous students, English as a second language (ESL) students, and students of color.
- Timeline – Spring of 2025- OHE will report recommendations to the legislature based on the review.

References and Supporting Material

Cerna, O. Plancate, V., Raufman, J., Mahecha-Rodriguez, J., & Wasserman, E. (2023). Lessons from the Dana Center’s Corequisite Research Design Collaborative Study. Center for the Analysis of Postsecondary Readiness, September 2023.

<https://ccrc.tc.columbia.edu/media/k2/attachments/lessons-dana-center-corequisite-research-design.pdf>

Bickerstaff, S., Beal, K., Raufman, J., Lewy, E., & Slaughter, A. (2022). Five Principles for Developmental Reform. Center for the Analysis of Postsecondary Readiness, October 2022.

<https://ccrc.tc.columbia.edu/media/k2/attachments/capr-synthesis-report-exec-sum-final.pdf>

Sisaket, L. (2023). Developmental Education Course-Taking of High School Graduates. Minnesota Office of Higher Education, Getting Prepared 2022, June 2023.